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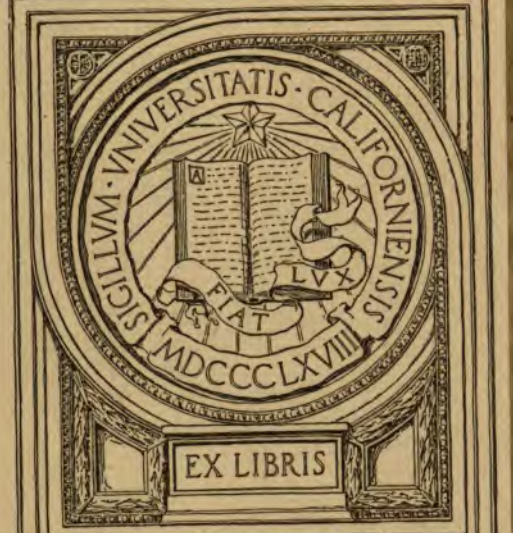

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THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

FOUNDED 1905

UNIV. OF CALIFORNIA

REPRINTED FROM A HANDBOOK OF THE PUBLIC BENEFACTIONS OF ANDREW CARNEGIE

1919

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THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

FOUNDED 1905

The six institutions described in the first section of this Manual were founded in years so recent that their beginnings are today fresh in the memory of those fortunate enough to have been associated in their inception and development. To them the personality of the founder, his belief in human progress, his optimism for the future, his sincere desire to do the best with the great fortune genius had brought together, were part and parcel of these early associations.

Before the memories of these days grow dim, while the founder is with us, still full of faith for the future, notwithstanding the confusion and the pain that have fallen upon the world, it seems fitting to set down in the pages of this handbook an account of these beginnings, to tell briefly the story of how these enterprises were launched, what were the visions that set them afloat on the stream of time, and to render some account of the short voyage they have made in common. The statement which follows is the story of the first twelve years of the Carnegie Foundation for the Advancement of Teaching, the fourth in time of Mr. Carnegie's spiritual children, born in 1905, and christened by an Act of Congress in the spring of 1906.

For a special reason the present moment is fitting for an account of the Carnegie Foundation, told not entirely in statistics but in terms of human experience.

When the Carnegie Foundation was begun neither the founder nor the Trustees conceived of the teacher's pension except in terms of a free gift to a man grown old in a life of unselfish service. While the Act of Incorporation and the Rules adopted by the Trustees reserved to them full power to change their policy and plans, this conception of the teacher's pension seemed at that time the basis of a permanent policy.

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Quid non longa valebit permutare dies? or as Mr. Carnegie preferred to quote from one of his own poets— "Nae man can tether time or tide." Time has moved swiftly with the Carnegie Foundation, and the lapse of twelve years finds it working for the same objects for which it was founded but through plans greatly modified by experience and study.

In no respect did Mr. Carnegie show greater foresight than in emphasizing, as usual, in his letter of gift the freedom left to his Trustees to modify, or, under certain circumstances, to change completely the methods of applying the great endowments entrusted to them. To the Trustees of the Carnegie Foundation was committed the problem of teachers' pensions. The pension problem, not alone for teachers but for all groups in the body politic, became within a few years thereafter a social and economic question of the highest importance. The Trustees of the Foundation were led after years of study to a conception of a pension system widely different from that with which they started. As honest and conscientious Trustees, they have sought to face resolutely the difficulties of the transformation they conceived to be necessary.

In this process the founder has himself taken the keenest interest. It is a source of the deepest satisfaction that he has lived to approve step by step the process under which the original plan of administration of the Carnegie Foundation has been modified, in the light of experience and study. In his judgment these changes are changes in method only, whose only object is to serve in a deeper and larger way the great purpose for which the Foundation came into being.

I

ORGANIZATION AND ADMINISTRATION

The Carnegie Foundation was the outcome of Mr. Carnegie's sympathy with the cause of education, and of his desire to be of service to the teachers of America. In a letter of April 16, 1905, announcing a gift for this cause, he wrote "I have reached the

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conclusion that the least rewarded of all the professions is that of the teacher in our higher educational institutions. . . . Able men hesitate to accept teaching as a career, and many old professors whose places should be occupied by younger men can not be retired. . . . I have, therefore, transferred to you and your successors, as Trustees, $10,000,000 five per cent first mortgage bonds of the United States Steel Corporation, the revenue from which is to provide retiring pensions for the teachers of universities, colleges and technical schools in our country, Canada and Newfoundland, under such conditions as you may adopt from time to time." This letter was addressed to twenty-five men including in their number many of the best known presidents of colleges and universities in the United States, such as President Eliot of Harvard, President Harper of Chicago, and President Wilson of Princeton. A list of this first group of Trustees is given in the appendix of this paper.

The first Executive Committee was composed of the following Trustees: Henry S. Pritchett, ex officio, Nicholas Murray Butler, Robert A. Franks, Charles C. Harrison, Alexander C. Humphreys, Frank A. Vanderlip, Woodrow Wilson.

The Executive Committee, by the direction of the Board, obtained from the Congress of the United States an act of incorporation.

This act enabled the corporation to receive and maintain funds for paying pensions to college teachers in the United States, Canada and Newfoundland, and "in general to do and perform all things necessary to encourage, uphold and dignify the profession of the teacher and the cause of higher education" in these three countries. The act is printed in full in the appendix.

Of the original members of the Board fifteen still remain in service. President William R. Harper died before taking his seat. Other members have resigned as they have given up their university places.

The by-laws of the Board of Trustees provide for the election each year of a chairman of the Board, who has duties independent of the President, including the presiding over meetings, the ap-

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pointment of committees, and the designation each year of an independent auditor to examine the books and accounts of the Foundation. The following Trustees have served as chairman of the Board: President Charles W. Eliot, from 1905 to 1909; Provost Charles C. Harrison, from 1909 to 1910; Principal William Peterson, from 1910 to 1914; President William Frederick Slocum, from 1914 to 1917; President Arthur Twining Hadley, since 1917.

The administrative officers of the Board are: Henry S. Pritchett, President; Robert A. Franks, Treasurer; Clyde Furst, Secretary.

These officers are appointed by and hold office at the pleasure of the Board.

The annual meeting of the Board of Trustees is held on the third Wednesday in November, a date which falls near the birthday anniversary of Mr. Carnegie. It has been the custom at the annual gatherings for Mr. Carnegie to meet the Board at a luncheon held between the morning and afternoon sessions at which, without taking part in the business meeting, he has been able to express his conception of the scope and development of the work of the Foundation. These conferences, particularly those of the earlier years, will long be remembered by the Trustees as gatherings from which they came away full of the hope and the faith of which the founder was so triumphant a representative.

When the Board had obtained a charter and was duly organized for its work, the first task to be met was the formulation of definite rules for the granting of retiring allowances.

It was clear that the granting of such allowances upon petition and fortuitously could serve no permanent purpose. Retiring allowances to be of value must come in accordance with rules under which a teacher would be entitled to anticipate such an allowance under stated conditions. Furthermore, it was clear that the funds at the disposition of the Trustees could provide retiring allowances for a limited number of teachers only. The Trustees therefore admitted to the privileges of the retiring allowances certain institutions, whose work was clearly of true college

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or university quality, and fixed rules for retirement under which the teachers in these institutions might expect retiring allowances. These are known as associated institutions.

The rules adopted for conferring retiring allowances were based upon length of service and upon age. Twenty-five years of service as a professor was the minimum basis of the service pension and sixty-five years the minimum limit of age at which retirement could be asked.

In making and announcing these rules, the Trustees of the Foundation took pains not to bind themselves to any contractual arrangement or to promises they might be unable to fulfil. In connection with the announcement of the rules, and as part of the same memorandum, they reserved the right to make such changes as experience might indicate as desirable for the benefit of the whole body of teachers. This right was soon exercised, in 1908, by the extension of the privileges of the Foundation to widows of teachers and to instructors as well as to professors, and in 1909 by the elimination of the pension granted on the basis of service alone.

Notwithstanding the need to grant retiring allowances according to rule, rather than in response to requests and recommendations, the Trustees realized that it was Mr. Carnegie's wish to serve the old and faithful teachers of this generation, to as great an extent as possible. The Trustees have therefore always devoted a considerable proportion of the income of the Endowment to the payment of retiring allowances to individual teachers, in institutions not associated with the Foundation, but who had grown old in teaching, and who had rendered long and distinguished service in their respective States. The income of the Foundation has never been pledged for the indefinite future to a group of teachers.

Immediately upon the announcement of the rules of retirement, the Trustees were called upon to decide a difficult question of general policy. Mr. Carnegie, in the language of his letter of gift, did not "presume to include" institutions controlled and supported by the States. The representatives of the tax-supported institutions made vigorous application to be included in

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the list of institutions sharing in the pension privileges. The inclusion of State institutions was urged mainly upon three grounds—that these institutions were nonsectarian and therefore belonged to the class of colleges in which Mr. Carnegie was most interested; that to omit them from the pension privileges of the Foundation would divide American institutions of learning into two contrasted groups, and in the third place it was argued that the States of the Union and the provinces of Canada would never pay pensions to teachers, and therefore aid from private sources was essential if pensions were ever to be obtained by the teachers in tax-supported institutions.

By direction of the Trustees the matter was made the subject of a special report by the President. This report presented the arguments for and against the establishment of a pension system in State institutions by private endowment, and urged in conclusion that the best interests of the teachers in State institutions would be conserved by obtaining pension privileges through the State governments, even though it might require time to educate the public to this notion.

Mr. Carnegie in March 1908, offered five millions of dollars additional endowment to enable the Trustees to enlarge the number of institutions "should the governing boards of any State universities apply for participation in the fund and the legislature and governor of the State approve such application." He directed that the two funds thus provided be considered a single endowment. In accordance with these conditions, application has been made on behalf of all of our State universities for a share in the pensions provided by this endowment, and these applications have been approved by the legislatures and governors of the respective States. Similar action has been taken in the provinces of Canada.

It is interesting to note that although little more than ten years have elapsed since this discussion, pensions for teachers are already being paid in whole or in part by the following State or Provincial Governments: Arizona, California, Colorado, Connecticut, Illinois, Indiana, Maine, Maryland, Massachusetts, Minne-

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sota, Nevada, New Hampshire, New Jersey, New York, North Dakota, Pennsylvania, Rhode Island, Vermont, Virginia, West Virginia, and Wisconsin, and in the Canadian provinces of Ontario and Saskatchewan.

Seventy-three institutions of higher learning have been admitted to the list of associated institutions. Of these, sixty-three are endowed colleges controlled by boards of trustees, while ten are tax-supported institutions controlled by State, provincial, or municipal governments.

Of the seventy-three associated institutions seventy are in the United States and three in Canada. There are in the United States approximately one thousand institutions granting college degrees. In the Dominion of Canada, where the degree-granting power has been much more carefully guarded, there are some seventy institutions bearing the name college or university. The institutions whose professors participate in the privileges of the pension system of the Foundation include, therefore, only about seven per cent of the degree-granting institutions of the United States and Canada, but as these institutions include some of the largest endowed and tax-supported universities their teachers constitute a much larger percentage of the total number of college teachers in the two countries. A list of the associated colleges and universities is given in the appendix.

The Carnegie Institute of Technology also enjoys the privileges of an associated institution, thus bringing the total to seventy-four.

In these seventy-four colleges, universities and technical schools there were, as of date April 1, 1917, 6,593 teachers including professors, associate or assistant professors, and instructors. Of these 715 were women.

The cost of the retiring allowances for these teachers and of pensions for widows of teachers amounted for the year ending June 30, 1918, to $680,855.71. For the thirteen years of its existence ending November 20, 1918, the Foundation has granted 469 retiring allowances and 151 widows' pensions in the associated institutions at a cost of $4,910,967.17 and 135 allowances and 43

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widows' pensions in 87 other institutions at a cost of $1,349,532.99. The total expenditure for the entire 798 allowances and pensions amounted therefore at the date mentioned to $6,260,500.16. These payments were made, in the main, to men and women grown old in a profession in which there had been scant opportunity to provide against dependence in old age. How much of human anxiety the expenditure of this money has relieved, no one can tell. To have rendered this service has been to the founder of this institution one of the greatest satisfactions amid the gradually lengthening shadows of advancing age. To him the occasional letter of appreciation from an old teacher, or from a teacher's widow, has meant a true benediction.

The administration of the Trust so far as Newfoundland is concerned has presented difficulties. When it became necessary, in the judgment of the Trustees, to pay retiring allowances through institutions of college grade, articulating with a secondary school system, the educational system in Newfoundland was so unlike those in the United States and Canada, that it has been found necessary to grant such retiring allowances as were paid to teachers in Newfoundland to individuals, upon the recommendation of the Newfoundland authorities.

The transformation of the retiring allowance system into a contributory form, as described hereafter, will offer to teachers in higher education in Newfoundland, and in particular to those hereafter entering the profession, exactly the same opportunities as to those in the United States and Canada.

Among the distinguished scholars and teachers who have received retiring allowances at the hands of the Trustees of the Foundation have been the following: Professors William James, Palmer, Peabody, and Toy of Harvard, Beers, Sumner, Ladd, and Woolsey of Yale, Corson and De Garmo of Cornell, Burgess and Chandler of Columbia, Ormond of Princeton, March of Lafayette and Gildersleeve of Johns Hopkins; Deans Wright of Yale, Van Amringe of Columbia, Stoddard of New York University, and Snow and Woodward of Washington University; Edgar Gardner Murphy, secretary of the Southern Education Board; Presidents

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Eliot of Harvard, Patton of Princeton, Remsen of Johns Hopkins, Seelye of Smith, and Taylor of Vassar, Gordon of Queen's University, Northrup of Minnesota, Jesse of Missouri, Jordan of Leland Stanford; William Pilot, president of the Council of Education of Newfoundland; and William T. Harris, United States Commissioner of Education.

II

STUDIES IN EDUCATION

In the charter of the Foundation, provision is made for engaging in any endeavor within the field of education that tends to promote and advance the profession of the teacher. It has always been recognized by the Trustees that the study and report upon educational problems is one of the fruitful fields of endeavor upon which such an endowed agency could enter. For this work, the detachment of the Foundation from local interests and institutional plans presents a certain advantage. It goes without saying that those in charge of such an organization can assume to possess no wisdom superior to that of college teachers, or of university presidents, or of officials of State systems of education. They may, however, by reason of the very detachment of such an endowment, be able to approach such questions free, to some extent at least, of local interest or of institutional parallax. If the studies of the Foundation have resulted in a real service to education, the result is due, in part at least, to this fact.

Recognizing the value of such work, Mr. Carnegie, as president of the Carnegie Corporation, addressed a letter on January 31, 1913, to the Trustees of the Foundation in which he offered $1,250,000 of four per cent bonds as an endowment for a Division of Educational Enquiry. The Trustees accepted this gift as a separate trust, and the fifty thousand dollars of annual income has been devoted to the work of educational enquiry. In making such studies, the effort has been made to avoid the formation of a bureau having a fixed organization and a crystallized educational program. The principal studies have been made by men selected

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for their special qualifications, who have come temporarily to the service of the Foundation, giving their whole time and thought to the study during the period of their stay, and at the completion of the study, returning to their former places. Universities and colleges have cooperated most cordially with the Foundation by lending their professors for periods of one, two, or three years for such studies. Among those who have temporarily served the Foundation in its various studies are Abraham Flexner, now secretary of the General Education Board; Morris Llewellyn Cooke, now of the War Industries Board; Professor Josef Redlich of the University of Vienna; Charles Riborg Mann, now adviser to the War Department Committee on Education; Deans Pound, Stone, Hall, Bates, James, and McGovney, and Professor Costigan of the law schools of Harvard, Columbia, Chicago, Michigan, Missouri, Iowa, and Northwestern; among professors of education: Thorndike and Strayer of Columbia, Dearborn of Harvard, McMurry of George Peabody College, Bagley of Illinois, Josselyn of Kansas, and Elliott of Montana; and Commissioner Hillegas of Vermont. Technical advice has been secured from a large number of others.

In the prosecution of educational studies, the Foundation has offered to those who thus cooperated with it the largest measure of freedom, both in their methods and in their utterances. The discussions and papers relating to educational enquiries have been printed in part in the annual reports of the President, and in part in special publications known as bulletins. These discussions and reports have covered a wide range of topics, such as military, civil, clerical, industrial, and teachers' pension systems; State, provincial, and denominational support and control of higher education and financial reporting; college advertising and catalogues; college entrance requirements and their administration; the appointment, salaries, tenure, and retirement privileges of college teachers; the reporting of college finances; the present state of agricultural, engineering, legal, and medical education and the

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training of teachers; academic standards in general; education and politics; State educational reports; the legislative history of federal aid to education, and European views of American education. The Foundation has just issued bulletins concerning Engineering Education and Pensions for Public School Teachers. Studies of the training of teachers and of legal aid societies are nearly ready. Steady progress is being made on a comprehensive study of legal education.

In the prosecution of these studies the Foundation has had an enlightening experience, not only as to the difficulty of obtaining men fitted for the discriminating and laborious study of educational enquiry, but also as to the expenditure of time and money necessary to obtain the information upon which alone a just and useful report could be based.

The report on medical education in the United States and in Europe, contained in two bulletins, occupied four years in preparation and cost, including publication, approximately forty thousand dollars.

The report on the educational system of Vermont occupied two years in preparation, and cost in its preparation and publication twenty thousand dollars.

The study of the training of teachers, part of which is now in press, has engaged first and last the services of seventy-five persons, and deals comprehensively with the training institutions and the twenty thousand teachers of a great State. It has occupied more than four years and has cost seventy-five thousand dollars.

The report on legal education begun in 1913 is not yet complete. One bulletin has already appeared dealing with the Case System of instruction in law schools. A second bulletin, entitled "Justice and the Poor," is now in press. The study has involved not only the examination of every law school in the country but the study of the system of admission to the bar in forty-eight States. At times as many as fifty people have been occupied simultaneously in this study. The mass of material brought together is

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enormous, but it has gradually been digested to the point where its evidence can be made clear, not only to the trained lawyer, but to the intelligent layman interested in the administration of justice.

In a country so large as ours where conditions are so varied and the number of men and of organizations to be considered in any educational enquiry is so great, the mere gathering of the information necessary to come to a fair knowledge of the truth is a costly and laborious undertaking.

Whenever the Foundation has undertaken a study of this character, it has adopted the principle that a thorough and painstaking study, based upon full evidence and fairly and honestly interpreted, is worth more than any number of superficial and partial reports. Having begun such an enquiry, it has spared neither expense nor time to procure the information deemed necessary by those having the study in charge, and it has steadily declined to publish a report until the subject has been, to the best of our knowledge and ability, worked out. Having reached that point, the Foundation has endeavored to print its reports in as clear and simple a form as possible. One must under such conditions sometimes be disappointed by unexpected delays. Time is itself a factor in the value of a report or of an educational study. Nevertheless, the dangers from delays due to such causes are not to be compared to those that arise from hasty investigations.

A list of the publications of the Foundation, including the annual reports and the bulletins devoted to special enquiries, is given at the end of this paper. There is a cumulative index to the first ten reports.

III

THE REORGANIZATION OF THE PENSION SYSTEM

When the Carnegie Foundation was incorporated in the spring of 1906, there was no conception of a pension plan in the minds of Mr. Carnegie and of his Trustees, except that of the free payment of pensions to as many teachers as the income of the endowment

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would provide. In making such payments, the Trustees had clearly recognized that such pensions or allowances must be stipendiary in character, that is to say, they must have some fair relation to the active salary. In general, the rules aimed to provide an old age pension equal to approximately sixty per cent of the active pay during the last five years of service. The rules were so framed that this proportion was about sixty per cent for the average pay of the full professor; being larger than sixty per cent for smaller salaries and less than sixty per cent for larger ones. Thus a man retiring at sixty-five on a salary of $1200 received a retiring allowance of $1000; one retiring on a $3000 salary a $1900 allowance, while one retiring on a $6000 salary received an allowance of $3400. The maximum allowance granted was $4000.

The Trustees likewise adopted as a general policy the conferring of retiring allowances through designated colleges and universities. No other plan was possible if the teacher was to receive his allowance under definite rules, while at the same time the number of teachers to whom pensions could be given was necessarily limited. The system of retiring allowances set up by the Trustees in accordance with the general desire of the founder, was, therefore, a noncontributory pension, established in a limited number of colleges and universities, under rules fixed by the Trustees, and subject to modification as time and experience might indicate.

Within a very short time the defects of this plan began to show themselves. The establishment of a privilege so valuable as a free pension, when restricted to a limited number of institutions, involved discriminations between institutions which as time passed became more and more difficult to justify.

The working of the rules themselves began to show results not anticipated. Mr. Carnegie had in mind the offer of a pension to the teacher grown old in the service. To the old teacher, such a privilege coming unexpectedly at the end of long and faithful work was a gracious and friendly service. The situation was entirely different when the promise of a pension was held before the eyes of the man who was twenty, thirty, or forty years away

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from retirement. Within a few years, both Mr. Carnegie and the Trustees began to have serious doubts of the wisdom of any system of pensions provided entirely without the cooperation of the beneficiary, whether he were a teacher, a government employe, or an industrial worker.

There was only one thing that right-minded and courageous men could do under such circumstances, and that was to make a thorough study of the whole subject and, after full knowledge, to go forward to a constructive and permanent solution of the problem of teachers' pensions.

As a preliminary, the literature of the world bearing on such questions was brought together and discussed. The reports of the Foundation and the material gathered at its office contain probably the most complete statement of pension literature in existence. In addition, the Trustees of the Foundation sought the advice and aid of expert actuaries, statisticians, and economists.

The pension problem has become in the last twelve years a social and economic question of the first importance, and the Trustees soon realized that the right solution of their problem was one of far-reaching effect. They endeavored, therefore, to deal not only with the details of teachers' pensions, but to determine the fundamental principles that must underlie a pension system designed for any group in the body politic.

This study extended over a series of years. The steps by which the various conclusions were reached are given in detail in the reports and bulletins of the Foundation. They can be best examined in these publications.

The conclusions to which the Trustees were led were so important, that these should be briefly stated in any account of the first twelve years of the Foundation's history.

The facts clearly established by these investigations were the following:

A pension system paid out of income, whether of a government or of a corporation, at no cost to the beneficiary is expensive beyond all anticipation. Its cost is not only impossible to estimate in advance, but has proved an intolerable burden even to the practically unlimited income of a government.

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Experience shows further that while under the noncontributory plan the beneficiary appears to get something for nothing, it is certain that in a limited number of years the pension will be absorbed in the wage or salary schedule, and become practically deferred pay, received by only a minority of those interested.

The effect of the so-called free pension upon the individual is distinctly demoralizing. The notion of getting something for nothing appeals to our universal human nature, but it is a prolific breeder of human selfishness. Not only is this true, but the lifting from the shoulders of the individual of a responsibility properly and rightfully his is a source of weakness, not of strength. What society needs is the machinery under which the individual shall be able to discharge his obligation, without making an unreasonable demand either upon his financial resources or upon his self-control.

The evidence brought together convinced the Trustees that a noncontributory pension system, such as they had inaugurated, was not in the permanent interest of the college teacher, and that it should be transformed into a system in which the expense could be definitely estimated in advance, in which the teacher should have the security of an individual contract, and in which the teacher and his employer, the college, should cooperate in establishing, maintaining, and governing the organization through which the contracts for retiring allowances were to be made and carried out. It is a source of great satisfaction that the founder himself approved these conclusions heartily and completely.

When the Trustees had come thus far, their task was only begun. It is one thing to point out the defects of a piece of social mechanism; it is quite another to construct in its place one that will serve. In this constructive effort the Trustees sought to avail themselves of every possible aid from experts in America and Europe, and they endeavored also to consult all those directly interested in the outcome, desiring not only to obtain the benefit of constructive suggestion, but also to meet as far as possible the points of view of the teachers themselves, and of the various colleges and universities. With this end in view the Foundation

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corresponded not only with hundreds of individual teachers, and with college and university authorities, but invited organizations such as the Association of American Universities, the Association of State Universities, the Association of American Colleges, and the American Association of University Professors to criticize the provisional plans proposed, and to set forth themselves such constructive measures as in their individual or collective judgment were desirable or important. These exchanges occupied more than two years, and afforded every opportunity for conference with and the cooperation of those interested.

Finally, the Trustees of the Foundation appointed a commission to consider a provisional plan, and to report upon the fundamental principles of a pension system. Besides Trustees of the Foundation, this commission contained representatives of the various organizations just mentioned. The commission had the assistance of expert actuaries. In their report to the Foundation the commission stated in definite and carefully chosen words, the fundamental principles of a sound pension system. These principles fall into two groups, the one resting upon economic and social considerations, the other upon actuarial and financial facts. The principles thus formulated by the commission were the following:

I

1. The function of a pension system is to secure to the individual who participates in it protection against the risk of dependence due to old age or to disability.

2. The obligation to secure this protection for himself and for his family rests first upon the individual. This is one of the primary obligations of the existing social order. Society has done its best for the individual when it provides the machinery by which he may obtain this protection at a cost within his reasonable ability to pay.

3. Men either on salary or on wages are, in the economic sense, employes. The employer, whether a government, a corporation, or an individual, has a direct financial interest in the establishment of some pension system which shall enable old or disabled employes to retire under satisfactory conditions. In addition, society demands today that the employer assume some part in the moral and social betterment of his employes. The obligation of the employer

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to cooperate in sustaining a pension system is primarily a financial one, and in the second place, a moral one.

4. A pension system designed for any group of industrial or vocational workers, should rest upon the cooperation of employe and employer.

5. Teachers' pensions should be stipendiary in character, amounting to a fair proportion of the active pay.

II

1. In actuarial terms, a pension is a deferred annuity upon the life of one or more individuals, payable upon the fulfilment of certain conditions.

2. In order that an individual participating in a pension system may be assured of his annuity when due, one condition is indispensable: There must be set aside, year by year, the reserve necessary, with its accumulated interest, to provide the annuity at the age agreed upon. On no other conditions can the participator obtain a satisfactory contract. The man of thirty who participates in a pension plan under which he expects an annuity thirty-five or forty years in the future, will take some risk of disappointment in accepting any arrangement less secure than a contractual one.

3. A pension system conducted upon the actuarial basis of setting aside, year by year, the necessary reserve is the only pension system whose cost can be accurately estimated in advance.

4. A method by which a pension is paid for in advance in annual or monthly instalments is the most practical plan which can be devised for purchasing a deferred annuity, provided that the contributions begin early in the employe's career, and provided also that the contributions paid in year by year receive the benefit of the current interest for safe investments.

5. As a matter of practical administration, a pension system should apply to a group whose members live under comparable financial and economic conditions. To attain its full purpose, participation in the pension system to the extent of an agreed minimum, should form a condition of entering the service or employment the members of which are cooperating in the pension system.

In addition to this formulation of the underlying principles of a pension or annuity system, the commission pointed out that the problem of affording protection to the teacher against dependence in old age, both for economic and for financial reasons, should be coordinated with that of protection for his family against dependence in case of his premature death. In other words, an insurance contract covering the active period of a teacher's service ought to articulate with an annuity contract when income earning power diminishes. The question of obtaining such facilities

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through existing insurance companies was carefully considered, and the opinions of actuaries and of the experts in state departments of insurance were obtained. These opinions were unanimous in recommending the creation of an agency specially devoted to this purpose. The commission, therefore, approved and recommended to the Trustees of the Foundation a plan for an insurance and annuity company to be chartered under State law, which should offer to teachers, as they enter their profession, insurance and annuity contracts at net rates and in forms best adapted to their needs. This recommendation has been carried out by the establishment of the Teachers Insurance and Annuity Association of America, chartered under the laws of the State of New York, and supplied by the Carnegie Corporation, at the recommendation of the Foundation, with a capital and surplus of one million dollars. In this agency is now provided the machinery through which the teacher may obtain, through insurance and annuity contracts, requisite protection for himself and for his dependents. The handbook of the Association describes in detail the various policies, their cost, and the arrangement under which the premiums may be paid in annual, semi-annual, quarterly, or monthly payments. Any information desired concerning the policies of the Association can be had by addressing the Actuary of the Association at 576 Fifth Avenue, New York City.

Unless one has had the time and the patience to read the literature of old age pensions and of social insurance, he can not appreciate at its full value the significance to the teaching profession of the solution of the problem of old age pensions and teachers' insurance thus worked out. Teachers themselves will perhaps appreciate its significance only after the lapse of some years. Under the conditions thus established, a young instructor at thirty can carry five thousand dollars of insurance at an approximate cost of five dollars a month. By a similar monthly payment in cooperation with his college, he may secure an annuity contract which, if he lives to sixty-five, will provide an annual income of one thousand dollars, or in case of death before that age, will be added with its accumulations to the insurance payment. In a

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word, the conditions have been established under which the ambitious and high-minded man entering the profession of the teacher may, within his reasonable ability to pay, protect himself and his family, and may do this with full consciousness of manly independence, of financial security, and of freedom in his profession. By such a process as that described, the problem that Mr. Carnegie set before his Trustees has been brought to a solution.

When the Trustees of the Foundation had determined upon the wisdom of transforming the noncontributory pension system, upon which they had entered, into a contributory system of annuity contracts, and of offering with these the insurance contracts that would naturally supplement the annuities, they still had to decide the question: What is a just and reasonable fulfilment of the expectations of the six thousand teachers now in the associated institutions under the old rules?

While the Foundation had explicitly reserved from the beginning the right to change the rules governing the granting of these allowances, nevertheless there was a very natural tendency on the part of the beneficiaries, both individuals and colleges, to construe these privileges as contracts. The Trustees of the Foundation in consultation with many teachers and college officials, as well as with high-minded and disinterested men of affairs, sought to determine the question what would be a just and generous fulfilment of these expectations without involving the Foundation in an unwarrantable use of trust funds for a very long period of years to the exclusion of the claims of the great body of teachers in the United States and Canada? In making such a determination the Foundation necessarily took counsel with the Trustees of the Carnegie Corporation, to whose generous interest they were indebted for the additional funds necessary to provide these pensions for the distant future.

It was clear that teachers nearing retirement had expectations of a very different sort from those of young men twenty-five, thirty, or forty years away from retirement, and who through the Teachers Insurance and Annuity Association could at very small

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cost supplement their pensions by additional annuities. To all younger men in the associated colleges the facilities of the new association were quite as valuable as to teachers in colleges not associated with the Foundation.

The following plan was therefore adopted: For five years no change is made. At the end of that period the minimum age of retirement is raised, year by year, one year at a time, for a second period of five years, by which time it has been brought to seventy years. After the first five years, a teacher retiring before the minimum age will receive an allowance diminished by one-fifteenth for every year by which he anticipates the minimum age. This arrangement will still require a very large expenditure, and one that will absorb practically the whole income of the Foundation for fifty years. In addition there will be expended the entire principal and interest of one million dollars accumulated by the Foundation and a large reserve fund of eleven millions of dollars, contributed by the Carnegie Corporation for this purpose. The Foundation will expend, during the next fifty years, some sixty millions of dollars in carrying out the expectations of the teachers in the associated institutions.

While the income of the Foundation will thus be devoted for many years to come to the payment of pensions of teachers in the associated colleges, its great endowment of fifteen millions of dollars is untouched. Its income, as it is set free, will be devoted to the advancement of teaching along such lines as the Trustees of that day may decide.

The gift of the Founder of this institution was conceived in the most generous spirit. It has enabled hundreds of college teachers grown old in service to retire in comfort and security. As a permanent solution of the problem of the protection of teachers from the risk of dependence, the plan originally adopted by Mr. Carnegie and by the Trustees of the Foundation was insufficient. It has served its purpose. The real gain to colleges, both of the associated list of institutions and of those not so related, lies in the fact that the pension problem has been worked out and its solution provided for upon a basis that is reasonable, sound, and

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enduring. The solution of the fulfilment of reasonable expectations of teachers under the old rules that has finally been reached is made possible by the generous aid of the Carnegie Corporation. This solution is regarded by high-minded and thoughtful men looking at the matter from a detached and disinterested point of view as a most generous fulfilment of the expectations of these teachers. It is believed that it will be so regarded by the teachers themselves.

The obligations in this matter do not lie wholly with the Trustees of the Carnegie Foundation. There are also obligations upon the teachers and the associated colleges who have been for twelve years, and who will continue to be for fifty years to come, the chief beneficiaries of the trust. The common obligations of Trustees and beneficiaries have perhaps been nowhere better stated than in the following words from the president of the American Association of University Professors, in the presidential address of four years ago:

> The founder's idea was a noble and unique one; himself and his Trustees are entitled to our heartiest gratitude and cordial sympathy. The grumbling and even hostile attitude sometimes exhibited is not justifiable. All parties can and should approach the subject in a spirit of desire for frank exchange of views and of mutual support. . . . The situation at the outset was novel; the enterprise was in some degree inevitably experimental and alterable. The Trustees were and are morally entitled to make such changes as may seem absolutely necessary; the propriety of fulfilling natural expectations of beneficiaries being as obvious to the Trustees as to others. Whatever change of plan is proposed will properly rest for its adoption upon the just and enlightened judgment of the Trustees after full deliberation.

The story of the twelve years of the Carnegie Foundation here briefly told touches a problem of vast importance to the people and to the government of the United States. War pensions in the past have constituted the greatest source of political demoralization of which our government can be charged. The legislation relating to our Civil War pensions is a monument to the weakness of our legislators and our Presidents, with the notable exception of Grover Cleveland. The increases of these pensions even during the last year, a half century after the war ended, has

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raised the annual pension roll to a new and unheard of load of $220,000,000.

We are now involved in a war in which the number of soldiers engaged enormously exceeds that of the Civil War. If there should follow upon the heels of peace such pension legislation as followed the Civil War, no one can estimate the staggering sum that may be imposed upon the country in the matter of pensions. And the money cost is only the smallest part of the load. The demoralization of such wholesale exploitation of the treasury of the government is beyond words. It has in the past corrupted parties, poisoned legislation, and spoiled the sweet taste of patriotic devotion for millions of our people.

Very wisely our government is seeking to forestall such an event by a generous system of insurance for soldiers upon the lines adopted in the Teachers Insurance and Annuity Association. Our past experience, however, indicates that once the people are taught to expect something for nothing, nothing short of an education as to the fundamental principles of a pension will suffice to prevent in the future a demand for free pensions more costly and more demoralizing than those of the past.

The Trustees of the Foundation have sought honestly and sincerely to apprehend and to state clearly the fundamental conditions for a pension system that shall be effective but shall not demoralize. In formulating these principles and in reconstructing their own system in accordance therewith, they have dealt in a small way with a question with which the nation must deal on a far greater scale. The Trustees have sought to discharge their obligation, not only to a trust and to a particular group in the body politic but an obligation to the country as well.

HENRY S. PRITCHETT.

February, 1919.

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APPENDIX

The following documents bearing upon the organization, history and work of the Foundation are included in the Appendix.

(1) The Letter of Mr. Carnegie establishing the trust.
(2) The Original Board of Trustees and the constitution of the Board as of July 1, 1918.
(3) The Executive Officers.
(4) The Charter.
(5) List of Associated Colleges and Universities.
(6) List of Publications.

NEW YORK. *April 16, 1905.*

GENTLEMEN:

I have reached the conclusion that the least rewarded of all the professions is that of the teacher in our higher educational institutions. New York City generously, and very wisely, provides retiring pensions for teachers in her public schools and also for her policemen. Very few indeed of our colleges are able to do so. The consequences are grievous. Able men hesitate to adopt teaching as a career, and many old professors whose places should be occupied by younger men, can not be retired.

I have, therefore, transferred to you and your successors, as Trustees, $10,000,000.00, 5% First Mortgage Bonds of the United States Steel Corporation, the revenue from which is to provide retiring pensions for the teachers of Universities, Colleges, and Technical Schools in our country, Canada and Newfoundland under such conditions as you may adopt from time to time. Expert calculation shows that the revenue will be ample for the purpose.

The fund applies to the three classes of institutions named, without regard to race, sex, creed or color. We have, however, to recognize that State and Colonial Governments which have established or mainly supported Universities, Colleges or Schools may prefer that their relations shall remain exclusively with the State. I can not, therefore, presume to include them.

There is another class which states do not aid, their constitution in some cases even forbidding it, viz., Sectarian Institutions. Many of these established long ago, were truly sectarian, but today are free to all men of all creeds or of none—such are not to be considered sectarian now. Only such as are under the control of a sect or require Trustees (or a majority thereof), Officers, Faculty or Students to belong to any specified sect, or which impose any theological test, are to be excluded.

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[1]Trustees shall hold office for five years and be eligible for reelection. The first Trustees shall draw lots for one, two, three, four or five year terms, so that one-fifth shall retire each year. Each institution participating in the Fund shall cast one vote for Trustees.

The Trustees are hereby given full powers to manage the Trust in every respect, to fill vacancies of non-ex-officio members; appoint executive committees; employ agents; change securities, and, generally speaking, to do all things necessary, in their judgment, to secure the most beneficial administration of the Funds.

By a two-thirds vote they may from time to time apply the revenue in a different manner and for a different, though similar purpose to that specified, should coming days bring such changes as to render this necessary in their judgment to,produce the best results possible for the teachers and for education.

No Trustee shall incur any legal liability flowing from his Trusteeship. All travelling and hotel expenses incurred by Trustees in the performance of their duties shall be paid from the Fund. The expenses of a wife or daughter accompanying the Trustees to the Annual meeting are included.

I hope this Fund may do much for the cause of higher education and to remove a source of deep and constant anxiety to the poorest paid and yet one of the highest of all professions.

Gratefully yours,

(Signed) ANDREW CARNEGIE.

[1]In view of the desirability of a permanent, self-perpetuating governing board, the provisions of this paragraph were, upon the advice and with the consent of Mr. Carnegie, omitted from the Act of Incorporation which forms the present charter of the Foundation.

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ORIGINAL TRUSTEES OF THE CARNEGIE FOUNDATION

HILL MCCLELLAND BELL
President of Drake University

NICHOLAS MURRAY BUTLER
President of Columbia University

T. MORRIS CARNEGIE

EDWIN BOONE CRAIGHEAD
President of Tulane University

WILLIAM HENRY CRAWFORD
President of Allegheny College

GEORGE HUTCHESON DENNY
President of Washington and Lee University

CHARLES WILLIAM ELIOT
President of Harvard University

ROBERT A. FRANKS
President Home Trust Company

ARTHUR TWINING HADLEY
President of Yale University

WILLIAM RAINEY HARPER
President of the University of Chicago

CHARLES CUSTIS HARRISON
Provost of the University of Pennsylvania

EDWIN HOLT HUGHES
President of DePauw University

ALEXANDER CROMBIE HUMPHREYS
President of Stevens Institute of Technology

DAVID STARR JORDAN
President of Leland Stanford Junior University

HENRY CHURCHILL KING
President of Oberlin College

THOMAS MCCLELLAND
President of Knox College

SAMUEL BLACK MCCORMICK
Chancellor of the University of Pittsburgh

WILLIAM PETERSON
Principal of McGill University

SAMUEL PLANTZ
President of Lawrence University

HENRY SMITH PRITCHETT
President of the Massachusetts Institute of Technology

JACOB GOULD SCHURMAN
President of Cornell University

LAURENUS CLARK SEELYE
President of Smith College

CHARLES FRANKLIN THWING
President of Western Reserve University

FRANK ARTHUR VANDERLIP
Vice President National City Bank New York

WOODROW WILSON
President of Princeton University

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PRESENT TRUSTEES AND OFFICERS OF ADMINISTRATION

TRUSTEES

ARTHUR TWINING HADLEY, *Chairman*
HENRY CHURCHILL KING, *Vice Chairman*
CHARLES FRANKLIN THWING, *Secretary of the Board*

WILLIAM LOWE BRYAN
MARION LE ROY BURTON
NICHOLAS MURRAY BUTLER
THOMAS MORRIS CARNEGIE
WILLIAM HENRY CRAWFORD
GEORGE HUTCHESON DENNY
ROBERT FALCONER
ROBERT A. FRANKS
ALEXANDER CROMBIE HUMPHREYS
JAMES HAMPTON KIRKLAND
THOMAS WILLIAM LAMONT
ABBOTT LAWRENCE LOWELL
SAMUEL BLACK MCCORMICK
WILLIAM PETERSON
SAMUEL PLANTZ
HENRY SMITH PRITCHETT
JACOB GOULD SCHURMAN
EDGAR FAHS SMITH
FRANK ARTHUR VANDERLIP

HENRY SMITH PRITCHETT, *President*
ROBERT A. FRANKS, *Treasurer*
CLYDE FURST, *Secretary*

NEW YORK OFFICE: 576 Fifth Avenue, New York City

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AN ACT TO INCORPORATE THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

That the persons following, namely, Arthur T. Hadley, Charles William Eliot, Nicholas Murray Butler, Jacob G. Schurman, Woodrow Wilson, L. Clark Seelye, Charles C. Harrison, Alexander C. Humphreys, S. B. McCormick, Edwin B. Craighead, Henry C. King, Charles F. Thwing, Thomas McClelland, Edwin H. Hughes, H. McClelland Bell, George H. Denny, William Peterson, Samuel Plantz, David S. Jordan, William H. Crawford, Henry S. Pritchett, Frank A. Vanderlip, T. Morris Carnegie, Robert A. Franks, their associates and successors duly chosen are hereby incorporated and declared to be a body corporate, of the District of Columbia, by the name of The Carnegie Foundation for the Advancement of Teaching, and by that name shall be known and have perpetual succession, with the powers, limitations and restrictions herein contained.

SECTION 2. That the objects for which said corporation is incorporated shall be—

(a) To receive and maintain a fund or funds and apply the income thereof as follows:

To provide retiring pensions, without regard to race, sex, creed or color, for the teachers of universities, colleges and technical schools in the United States, the Dominion of Canada, and Newfoundland, who, by reason of long and meritorious service, or by reason of old age, disability, or other sufficient reason, shall be deemed entitled to the assistance and aid of this corporation, on such terms and conditions, however, as such corporation may from time to time approve and adopt: Provided, however, That the said retiring pensions shall be paid to such teachers only as are or have been connected with institutions not under control of a sect or which do not require their trustees, their officers, faculties, or students (or a majority thereof) to belong to any specified sect, and which do not impose any theological test as a condition of entrance therein or of connection therewith.

(b) In general, to do and perform all things necessary to encourage, uphold and dignify the profession of the teacher and the cause of higher education within the United States, the Dominion of Canada, and Newfoundland aforesaid, and to promote the objects of the Foundation, with full power, however, to the Trustees hereinafter appointed and their successors from time to time to modify the conditions and regulations under which the work shall be carried on, so as to secure the application of the funds in the manner best adapted to the conditions of the time: And provided, That such corporation may by a vote of two-thirds of the entire number of Trustees enlarge or vary the purposes herein

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set forth, provided that the objects of the corporation shall at all times be among the foregoing and kindred thereto.

(c) To receive and hold by gift, bequest, devise, grant, or purchase, any real or personal property, and to use and dispose of the same for the purposes of the corporation.

SECTION 3. That the direction and management of the affairs of the corporation, and the control and disposition of its property and funds, shall be vested in a Board of Trustees, twenty-five in number, to be composed of the following individuals: Arthur T. Hadley, Charles William Eliot, Nicholas Murray Butler, Jacob G. Schurman, Woodrow Wilson, L. Clark Seelye, Charles C. Harrison, Alexander C. Humphreys, S. B. McCormick, Edwin B. Craighead, Henry C. King, Charles F. Thwing, Thomas McClelland, Edwin H. Hughes, H. McClelland Bell, George H. Denny, William Peterson, Samuel Plantz, David S. Jordan, William H. Crawford, Henry S. Pritchett, Frank A. Vanderlip, T. Morris Carnegie, and Robert A. Franks, being twenty-four in number with power to said Board to increase the same to twenty-five in all, who shall constitute the first Board of Trustees and constitute the members of the corporation. Vacancies occurring by death, resignation, or otherwise shall be filled by the remaining Trustees in such manner as the by-laws shall prescribe, and the persons so elected shall thereupon become Trustees and also members of the corporation.

SECTION 4. The principal office of the corporation shall be located in the District of Columbia, but offices may be maintained and meetings of the corporation or the Trustees and committees may be held in other places, such as the by-laws may from time to time fix.

SECTION 5. The said Trustees shall be entitled to take, hold, and administer any securities, funds, or property which may be transferred to them for the purposes and objects hereinbefore enumerated, and such other funds or property as may at any time be given, devised or bequeathed to them, or to such corporation, for the purposes of the trust; with full power from time to time to adopt a common seal, to appoint officers, whether members of the Board of Trustees or otherwise, and such employes as may be necessary in carrying on the business of the corporation and at such salaries or with such remuneration as they may think proper; and full power to adopt by-laws and such rules or regulations as may be necessary to secure the safe and convenient transaction of the business of the corporation; and full power and discretion to invest any principal and deal with and expend the income of the corporation in such manner as in their judgment will best promote the objects hereinbefore set forth; and in general to have and use all the powers and authority necessary to promote such objects and carry out the purposes of the donor.

The said Trustees shall have further power from time to time to hold as investments any securities transferred or which may be transferred to them or to such corporation by any person, persons, or corporation, and to invest the

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same or any part thereof from time to time in such securities and in such form and manner as is or may be permitted to Trustees or to savings banks or to charitable or literary corporations for investment, according to the laws of the District of Columbia or in such securities as may be transferred to them or authorized for investment by any deed of trust or gift or by any deed of gift or last will and testament to be hereafter made or executed.

SECTION 6. That the said corporation may take and hold any additional donations, grants, devises, or bequests which may be made in the further support of the purposes of the said corporation.

SECTION 7. That the services of the Trustees of the said corporation, acting as Trustees, shall be gratuitous, but such corporation may provide for the reasonable expenses incurred by Trustees in the performance of their duties.

SECTION 8. That as soon as may be possible after the passage of this act, a meeting of the Trustees hereinbefore named shall be called by Henry S. Pritchett, Charles William Eliot, Arthur T. Hadley, Nicholas Murray Butler, Woodrow Wilson, Jacob G. Schurman, Charles C. Harrison, Alexander C. Humphreys, and George H. Denny, or any six of them, at the Borough of Manhattan, in the City and State of New York, by notice served in person, or by mail, addressed to each Trustee at his place of residence; and the said Trustees named herein, or a majority thereof, being assembled, shall organize and proceed to adopt by-laws, to elect officers, fix their compensation, and generally to organize the said corporation.

The corporation hereby incorporated may accept a transfer of all real and personal property of any other corporation created for similar objects, notwithstanding the fact that both said corporations may have common Trustees, upon such terms as may be agreed upon, and may receive, take over, and enter into possession, custody, and management, of all such property, real and personal. Provided, however, that such property shall be applied to the purposes of the corporation hereby incorporated as hereinbefore set forth.

SECTION 9. That such corporation hereby incorporated, upon accepting a transfer of all the real and personal property of such other corporation shall succeed to the obligations and liabilities and be held liable to pay and discharge all the debts, liabilities, and contracts of any such corporation so existing, to the same effect as if such corporation hereby incorporated had itself incurred the obligation or liability to pay such debt or damages.

SECTION 10. That Congress may from time to time alter, repeal, or modify this act of incorporation, but no contract or individual right made or acquired shall thereby be divested or impaired.

SECTION 11. This act shall take effect immediately on its passage.

Approved March 10, 1906.

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LIST OF ASSOCIATED INSTITUTIONS

ALLEGHENY COLLEGE
Meadville, Pennsylvania

AMHERST COLLEGE
Amherst, Massachusetts

BATES COLLEGE
Lewiston, Maine

BELOIT COLLEGE
Beloit, Wisconsin

BOWDOIN COLLEGE
Brunswick, Maine

UNIVERSITY OF CALIFORNIA
Berkeley

CARLETON COLLEGE
Northfield, Minnesota

CARNEGIE INSTITUTE OF TECHNOLOGY
Pittsburgh, Pennsylvania

CASE SCHOOL OF APPLIED SCIENCE
Cleveland, Ohio

CENTRAL UNIVERSITY OF KENTUCKY
Danville

UNIVERSITY OF CINCINNATI
Cincinnati, Ohio

CLARK UNIVERSITY
Worcester, Massachusetts

THOMAS S. CLARKSON MEMORIAL COLLEGE OF TECHNOLOGY
Potsdam, New York

COE COLLEGE
Cedar Rapids, Iowa

COLORADO COLLEGE
Colorado Springs

COLUMBIA UNIVERSITY
New York City

CORNELL UNIVERSITY
Ithaca, New York

DALHOUSIE COLLEGE AND UNIVERSITY
Halifax, Nova Scotia

DARTMOUTH COLLEGE
Hanover, New Hampshire

DICKINSON COLLEGE
Carlisle, Pennsylvania

DRAKE UNIVERSITY
Des Moines, Iowa

DRURY COLLEGE
Springfield, Missouri

FRANKLIN COLLEGE OF INDIANA
Franklin

GRINNELL COLLEGE
Grinnell, Iowa

HAMILTON COLLEGE
Clinton, New York

HARVARD UNIVERSITY
Cambridge, Massachusetts

HOBART COLLEGE
Geneva, New York

INDIANA UNIVERSITY
Bloomington

JOHNS HOPKINS UNIVERSITY
Baltimore, Maryland

KNOX COLLEGE
Galesburg, Illinois

LAWRENCE COLLEGE
Appleton, Wisconsin

LEHIGH UNIVERSITY
South Bethlehem, Pennsylvania

LELAND STANFORD JUNIOR UNIVERSITY
Stanford University, California

McGILL UNIVERSITY
Montreal, Quebec

MARIETTA COLLEGE
Marietta, Ohio

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
Boston

UNIVERSITY OF MICHIGAN
Ann Arbor

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MIDDLEBURY COLLEGE
Middlebury, Vermont

UNIVERSITY OF MINNESOTA
Minneapolis

UNIVERSITY OF MISSOURI
Columbia

MOUNT HOLYOKE COLLEGE
South Hadley, Massachusetts

NEW YORK UNIVERSITY
New York City

OBERLIN COLLEGE
Oberlin, Ohio

UNIVERSITY OF PENNSYLVANIA
Philadelphia

UNIVERSITY OF PITTSBURGH
Pittsburgh, Pennsylvania

POLYTECHNIC INSTITUTE OF BROOKLYN
Brooklyn, New York

PRINCETON UNIVERSITY
Princeton, New Jersey

PURDUE UNIVERSITY
Lafayette, Indiana

RADCLIFFE COLLEGE
Cambridge, Massachusetts

RENSSELAER POLYTECHNIC INSTITUTE
Troy, New York

RIPON COLLEGE
Ripon, Wisconsin

UNIVERSITY OF ROCHESTER
Rochester, New York

ROSE POLYTECHNIC INSTITUTE
Terre Haute, Indiana

SMITH COLLEGE
Northampton, Massachusetts

STEVENS INSTITUTE OF TECHNOLOGY
Hoboken, New Jersey

SWARTHMORE COLLEGE
Swarthmore, Pennsylvania

February, 1919.

UNIVERSITY OF TORONTO
Toronto, Ontario

TRINITY COLLEGE
Hartford, Connecticut

TUFTS COLLEGE
Tufts College, Massachusetts

TULANE UNIVERSITY OF LOUISIANA
New Orleans

UNION UNIVERSITY
Schenectady, New York

VANDERBILT UNIVERSITY
Nashville, Tennessee

VASSAR COLLEGE
Poughkeepsie, New York

UNIVERSITY OF VERMONT
Burlington

UNIVERSITY OF VIRGINIA
Charlottesville

WABASH COLLEGE
Crawfordsville, Indiana

WASHINGTON AND JEFFERSON COLLEGE
Washington, Pennsylvania

WASHINGTON UNIVERSITY
St. Louis, Missouri

WELLESLEY COLLEGE
Wellesley, Massachusetts

WELLS COLLEGE
Aurora, New York

WESLEYAN UNIVERSITY
Middletown, Connecticut

WESTERN RESERVE UNIVERSITY
Cleveland, Ohio

WILLIAMS COLLEGE
Williamstown, Massachusetts

UNIVERSITY OF WISCONSIN
Madison

WORCESTER POLYTECHNIC INSTITUTE
Worcester, Massachusetts

YALE UNIVERSITY
New Haven, Connecticut

Total—76

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LIST OF PUBLICATIONS

THE ANNUAL REPORTS

These contain in each instance: (I) An account of the business of the year, including the meetings of the Trustees and of the Executive Committee, the admission of institutions to the associated list, the voting of retiring allowances, and the general administration of the trust; (II) sundry results of inquiry into educational problems that affect the advancement of teaching. Some reference to these records is given in the following summaries; (III) brief biographies of recipients of retiring allowances who have died during the year; and (IV) the report of the Treasurer.

The First Annual Report of the President and of the Treasurer, 84 pages. 1906.

Including an historical sketch of the Foundation; a study of army and professorial pensions; and a statement of the general policy, the educational standards, and the administrative rules of the Foundation. (*Out of print.*)

The Second Annual Report of the President and of the Treasurer, 124 pages. 1907.

Including discussions of the place of the college and the university in the United States, the function of college entrance requirements, the forms of denominational control, the relation of the Foundation to denominational and State institutions, and the ratio between institutional cost and efficiency. (*Out of print.*)

The Third Annual Report of the President and of the Treasurer, 211 pages. 1908.

Including academic and financial data concerning institutions on the accepted list; and discussions of the problems of financial reports, pensions, and life insurance; of the governmental and political aspects of tax-supported institutions; of entrance requirements, instruction, higher and professional education, and of the influence of denominational boards of education.

The Fourth Annual Report of the President and of the Treasurer, 201 pages. 1909.

Including discussions of the rules for retirement, of agricultural education, of college administration and advertising, and complete records of the practice of the institutions on the accepted list of the Foundation in admitting regular, conditioned, and special students.

The Fifth Annual Report of the President and of the Treasurer, 113 pages. 1910.

Including discussions of the relation of colleges to professional, technical,

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and industrial education, to secondary schools, to the training of teachers, and to State supervision; together with the comments of Oxford tutors on American education as represented by Rhodes scholars.

The Sixth Annual Report of the President and of the Treasurer, 154 pages. 1911.

Including discussions of the application of the rules for retirement, and the obligations and influences of pension systems; together with a critical and constructive survey of education from a national point of view, as this is reflected in legislation, State systems, regional conditions, the relations of school, college, and university, in professional and graduate study and religious education, and in the problems of political and alumni influence.

The Seventh Annual Report of the President and of the Treasurer, 194 pages. 1912.

Including discussions of actual and possible systems of college pensions; State, district, and local pensions for public school teachers; industrial and civil service pensions; contributory and noncontributory, subsistence and stipendiary pensions in general; and a review of the administrative, financial, and educational experience of the Foundation; together with comments upon admission to college and to advanced standing, medical progress, college financial reporting, advertising in education, education and politics, and sham universities.

The Eighth Annual Report of the President and of the Treasurer, 158 pages. 1913.

Including discussions of recent pension developments, of the Carnegie Corporation of New York, of the establishment of the Division of Educational Enquiry and its studies of medical education, education in Vermont, and legal education; together with comments on college entrance requirements, the State regulation of higher education, politics and education in Iowa, the improved financial status of college teachers, and college catalogues.

The Ninth Annual Report of the President and of the Treasurer, 154 pages. 1914.

Including discussions of pension principles and of recent developments in the field of teachers, industrial, and federal pensions; records of the progress of the Foundation's studies of legal education, engineering education, and the training of teachers; comments upon the results of its Study of Education in Vermont and upon recent developments in medical education; and discussions concerning educational standards, State educational reports, and educational surveys.

The Tenth Annual Report of the President and of the Treasurer, 142 pages. 1915.

Including discussions of pensions for public school and for university

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teachers, clergy pension funds, and industrial pensions, with tabular statements of 65 teachers and 58 industrial and institutional pension systems; together with reports of the progress of the Foundation's studies of legal education, engineering education, and the training of teachers in Missouri, the results of its study of Education in Vermont; and a discussion of college charges for tuition.

Cumulative Index of the First Ten Annual Reports, 78 pages. 1916.

The Eleventh Annual Report of the President and of the Treasurer, 172 pages. 1916.

Including discussions of a comprehensive plan of insurance and annuities for college teachers with the comments of the Associated Institutions, and discussions of teachers, industrial, and clergy pension funds in general; together with reports of progress in the Foundation's studies of legal education, engineering education, agricultural education, and the training of teachers; and a study of college entrance certificates, with suggestions for a uniform blank.

The Twelfth Annual Report of the President and of the Treasurer, 154 pages. 1917.

Including discussions of insurance and annuities for college teachers, with the report of a Commission on Insurance and Annuities and the charter of the Teachers Insurance and Annuity Association of America; descriptions of current developments in the general field of pensions; and reports of progress in the Foundation's educational enquiries.

THE BULLETINS

Number One. Papers Relating to the Admission of State Institutions to the System of Retiring Allowances of the Carnegie Foundation, 45 pages. 1907.

Including arguments in favor of the admission of State and provincial universities to the benefits of the Foundation, and a statement by the President of the administrative and financial problems involved. (*Out of print.*)

Number Two. The Financial Status of the Professor in America and in Germany, 101 pages. 1909.

A study of the expenditure for instruction in one hundred and fifty-six American institutions, with comparisons of the maximum and average salaries, the average age, the amount of teaching, the appointment, tenure, and retirement privileges of professors in the United States and Canada and in Germany. (*Out of print.*)

Number Three. Standard Forms for Financial Reports of Colleges, Universities and Technical Schools, 37 pages. 1910.

Containing twenty-five typical blank forms for the public reporting of the

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financial receipts and expenditure of universities and colleges, with an introduction recommending the modification of current practice in directions commended by educators, financiers, and accountants. (*Out of print; a new edition is in preparation.*)

Number Four. Medical Education in the United States and Canada, 346 pages. 1910.

A comprehensive report to the Foundation, by ABRAHAM FLEXNER, on medical education in the United States and Canada, with regard to the course of study, financial aspects, medical sects, State boards, post-graduate schools, and other special forms of medical education; with descriptive and tabular accounts of all the medical schools throughout the United States and Canada; and a general plan for reconstruction, with an introduction by the President of the Foundation.

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A report to the Foundation, by MORRIS LLEWELLYN COOKE, on the teaching and research in physics in eight American universities, colleges, and technical schools, with an endeavor to estimate efficiency in organization, teaching, research, the use of buildings, and in financial, departmental, and student administration. (*Out of print.*)

Number Six. Medical Education in Europe, 357 pages. 1912.

A report by ABRAHAM FLEXNER concerning the contemporary condition in Germany, Great Britain, and France, of the basis of medical education, the preliminary and the medical sciences, clinical instruction, curricula and examinations, post-graduate education, the medical education of women, the number and distribution of physicians, the financial aspects of medical education, and the problem of sects and quacks; together with an introduction by the President of the Foundation, contrasting these European conditions with those in the United States and Canada.

Number Seven. Education in Vermont, 241 pages. 1914.

A study prepared at the request of the Vermont Educational Commission, giving the reason for and the method of the enquiry, description and discussion of the entire educational system of the State, with certain conclusions and recommendations, and a brief statistical appendix.

Number Eight. The Common Law and the Case Method in American University Law Schools, 84 pages. 1914.

A report to the Foundation by JOSEPH REDLICH, of the University of Vienna, dealing with law as a science and a profession, early methods of legal instruction, the development and success of the Case Method, its weaknesses, and suggestions for improvement in legal instruction, scholarship, and research.

Number Nine. A Comprehensive Plan of Insurance and Annuities for College Teachers, 68 pages. 1916.

A discussion, by the President of the Foundation, of pensions, annuities,

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and life insurance in general and for teachers in particular, with indications of the limitations of the Foundation's present system and suggestions for the development of a comprehensive and permanent plan.
(Confidential edition for officers and professors of the institutions that are associated with the Foundation, October, 1915. Reprinted, with a preliminary statement, for general distribution, April, 1916.)

Number Ten. Federal Aid for Vocational Education, 127 pages. 1917.
A study, by I. L. KANDEL, dealing with the legislative history of the various acts for the establishment and support of land grant colleges, the political and educational policies underlying this form of legislation, the development of the land grant colleges and their relation to social demand, and the influence of the precedents established by these acts on the recent movement for federal aid for vocational education.

Number Eleven. Engineering Education, 135 pages. 1918.
A study, by CHARLES RIBORG MANN, at the request of a joint committee of the national engineering societies, of the development of engineering schools in the United States,—their aims, resources, administration, curricula, instruction, and student progress; the chief problems of engineering education,—admission, curricula, courses, testing, and grading; with suggestions concerning the curriculum, specialization, teaching, and the professional spirit.

Number Twelve. Pensions for Public School Teachers, 90 pages. 1918.
A report, by CLYDE FURST and I. L. KANDEL, for the Committee on Salaries, Pensions, and Tenure of the National Education Association, describing all existing systems of pensions for teachers, discussing their limitations in the light of experience and the fundamental principles for pensions, and presenting an illustration of a financially and socially sound State system of pensions for teachers, based upon a complete census of the teachers in the State of Vermont.

OTHER PUBLICATIONS

Rules for the Admission of Institutions and for the Granting of Retiring Allowances, 16 pages, 1906. Revised, 12 pages. 1908; 12 pages. 1910; 10 pages. 1913; 12 pages. 1918.

A Plan for an Exchange of Teachers between Prussia and the United States, 7 pages. 1908.

An American Teacher's Year in a Prussian Gymnasium, 37 pages. 1911.

Curricula designed for the Professional Preparation of Teachers for American Public Schools, 60 pages. 1917. Provisional suggestions for discussion.

List of Publications, 16 pages. 1917.

Bulletins on Legal Education, the Training of Teachers, and Justice and the Poor are in press.

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